

Effects of the Enlightenment – Grade Nine

Ohio Standards

Connection:

History

Benchmark A

Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.

Indicator 1

Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.

Lesson Summary:

This lesson is a snapshot of the Enlightenment and its enduring effects. Students will start by exploring vocabulary words and then answer essential questions in groups. By the end of the second day, students will be prepared to successfully write an essay that explains how the Enlightenment changed religion, politics and economics.

Estimated Duration: *Two hours and forty five minutes*

Commentary:

This lesson should be taught at the beginning of the ninth grade curriculum. The lesson provides a before and after snapshot of thought about religion and government. In order for students to understand complex ideas they will start with vocabulary, work in groups to think through essential questions, and receive teacher support throughout the process as they move toward mastery.

Pre-Assessment:

Have students complete Attachment A, *Pre-Assessment*.

Scoring Guidelines:

Discuss Attachment A, *Pre-Assessment* as a class. Check student understanding of the vocabulary. The pre-assessment results will determine adjustments that may need to be made to the lesson.

Post-Assessment:

Give students Attachment B, *Post-Assessment and Performance Rubric* and review essay directions with class. Tell students to use the post-assessment rubric to break the essay into specific, manageable tasks.

Scoring Guidelines:

See Attachment B, *Post- Assessment and Performance Rubric*.

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Instructional Procedures:

Day One

1. Conduct the pre-assessment activity.
2. Have students make a T-chart that lists attributes of the kings and queens hundreds of years ago on one side and attributes of kings and queens today on the other side. Student answers will vary but clarify that the monarchies with absolute power controlled religious, political and economic aspects of their subjects' lives.
3. Have students use textbooks and other resources to define vocabulary on Attachment C, *Vocabulary Exploration*.
4. Check for understanding and clarify answers with students by using Attachment D, *Vocabulary Exploration Key*. Provide students with examples to help them understand abstract ideas. Have students keep discussion notes on Attachment C.
5. Have students break into groups and answer the questions found on Attachment E, *Key Questions*. Give students 25-35 minutes to complete work. This may carry over into Day Two.

Day Two

6. Monitor groups. Encourage students to discuss answers to Attachment E, *Key Questions* within their group.
7. Discuss and review answers with students using Attachment F, *Sample Answers to Key Questions*.
8. Pass out Attachment B, *Post-Assessment and Performance Rubric* and explain it to students.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Provide more time for this lesson if students need help with vocabulary, examples or research.
- Have students create political cartoons that illustrate the vocabulary words.
- Challenge students to include Hobbes's rationale for absolutism, Voltaire's criticism of the Catholic Church, the spreading of the Enlightenment ideas through salons, or Beccaria's views on crime and punishment in their essays.
- Provide a graphic organizer, based on the performance rubric, for planning a presentation.
- Allow students to improvise short skits, raps or television commercials that illustrate their understanding.
- Challenge students working beyond the indicator to research and explain the impact of Adam Smith's work on contemporary economic policy.

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Extension:

- Lead a discussion in which students are encouraged to connect political, economic, and religious issues and trends in today's world to Enlightenment ideas. Have students consider this quote from Adam Smith's *Wealth of Nations*: "No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable." Explore the relationship of this idea to the passage of the Sherman Anti-Trust Act (1890) and other modern economic policies.
- Have artistic students make a political cartoon that shows a monarch, a bishop and an economic advisor discussing Enlightenment ideas from various points of view.
- Have students act out an improvisational skit demonstrating their understanding of pre- and post-Enlightenment ideas and attitudes.
- Have students examine the following quote from Adam Smith's *Wealth of Nations*: "If a foreign country can supply us with a commodity cheaper than we ourselves can make it, better buy it of them with some part of the produce of our own industry employed in a way in which we have some advantage." Have students explain how this idea relates to the current economic principle of free trade, specifically to the North American Free Trade Association (NAFTA).

Homework Options and Home Connections:

Have students look for examples of different leadership styles in movies and literature.

Interdisciplinary Connections:

English Language Arts

- **Writing Processes**

Benchmark F: Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Indicator 8: Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.

Indicator 10: Use available technology to compose text.

Materials and Resources:

The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: None.

For the student: Textbook, reference materials, writing materials.

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Vocabulary:

- rationalism
- natural law
- Montesquieu
- Rousseau
- John Locke
- Adam Smith
- mercantilism
- absolutism
- divine right of kings
- enlightened despotism
- Enlightenment

Technology Connections:

Have students use the Internet to read English language versions of newspapers from countries with monarchies to analyze the role of monarchs in government today.

Research Connections:

Marzano, R. et al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Summarizing and note taking are two of the most powerful skills to help students identify and understand the most important aspects of what they are learning.

Attachments:

Attachment A, *Pre-Assessment*

Attachment B, *Post-Assessment and Performance Rubric*

Attachment C, *Vocabulary Exploration*

Attachment D, *Vocabulary Exploration Key*

Attachment E, *Key Questions*

Attachment F, *Sample Answers to Key Questions*



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Attachment A Pre-Assessment

Directions: Define the following terms and use them in sentences.

1. What was the Enlightenment?
2. Define absolutism.
3. Define natural law.
4. Define mercantilism.
5. Define free enterprise.

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Attachment B Post-Assessment and Performance Rubric

Directions: Write an essay for a history magazine that explains how government, economics and religion were affected by the Enlightenment by examining the changes to religious authority, monarchies, absolutism, and economics.

	3 Points	2 Points	1 Point
Religion pre-Enlightenment <ul style="list-style-type: none"> • religion in Europe 	Correctly explains how religion attempted to answer questions about the world by giving a detailed example.	Gives a limited example of how religion attempted to answer questions about the world.	Gives an incomplete explanation of how religion attempted to answer questions about the world but gives no example.
Religion post-Enlightenment <ul style="list-style-type: none"> • rationalism • natural law 	Correctly explains the details of both terms and how they affected religion.	Correctly explains the details of both terms and how they affected religion but the explanation is not complete.	Explains the details of one term and its affect on religion.
Politics pre-Enlightenment <ul style="list-style-type: none"> • absolutism • divine right of kings 	Correctly defines both terms and explains how they influenced politics.	Correctly defines both terms but gives a limited explanation how they influenced politics.	Explains the details of one term and how it influenced politics.
Politics post-Enlightenment <ul style="list-style-type: none"> • philosophers • enlightened despotism 	Correctly explains the ideas proposed by Montesquieu, Rousseau, and Locke and gives a complete detailed explanation of enlightened despotism.	Correctly explains the ideas proposed by Montesquieu, Rousseau, and Locke but gives limited explanation of enlightened despotism.	Gives some explanation of Montesquieu, Rousseau, and Locke or provides a partial explanation of enlightened despotism.

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Economics pre-Enlightenment <ul style="list-style-type: none"> • mercantilism 	<p>Gives a complete detailed explanation of mercantilism and gives a detailed explanation of its effect on economic policies.</p>	<p>Gives an incomplete explanation of mercantilism and limited explanation of its effect on economic policies.</p>	<p>Gives an incomplete explanation of mercantilism and no explanation of the effect on economics policies.</p>
Economics post-Enlightenment <ul style="list-style-type: none"> • effects of Adam Smith's economics beliefs • effects on economic policies 	<p>Gives a complete detailed explanation of Adam Smith's economic beliefs and describes how they affected economic policies.</p>	<p>Gives an incomplete explanation of Adam Smith's economic beliefs and describes how it affected economic policies.</p>	<p>Gives a incomplete explanation of Adam Smith's economic beliefs but does not describe how it affected economic policies.</p>

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Attachment C Vocabulary Exploration

Directions: In the middle column, record textbook definitions and/or identifications of the vocabulary terms/names listed below. In the third column, create a symbol or picture that represents the meaning or impact of each term/name.

Vocabulary Term/name	Definition/Identification	Symbol/Picture
1. Rationalism		
2. Natural law		
3. Montesquieu		
4. Rousseau		
5. John Locke		

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6. Adam Smith		
7. Mercantilism		
8. Absolutism		
9. Enlightened despotism		
10. Enlightenment		

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Attachment D Vocabulary Exploration Key

1. Rationalism
The idea that reason is the source of truth and understanding.
2. Natural law
Nature is controlled by a universal system of rules. Examples include physics and biology. Enlightened thinkers believed that human behavior and man-made systems also followed natural law. Examples include politics and economics.
3. Montesquieu
Baron de Montesquieu was an important 18th century political philosopher and writer. In 1748 he wrote The Spirit of Laws. He believed in a separation of powers to avoid tyranny.
4. Rousseau
Rousseau was a political philosopher who wrote The Social Contract in 1762. He believed in the idea of popular sovereignty, the idea of the people of a country creating and agreeing to abide by the general (popular) will.
5. John Locke
John Locke was a political philosopher who published Two Treatises of Government in 1690. He argued that humans have the natural rights of life, liberty and the pursuit of property and governments have the responsibility to protect those rights.
6. Adam Smith
Adam Smith was an economist whose famous work was The Wealth of Nations (1776). Smith opposed government interference in economic affairs and argued that a market economy could regulate itself through supply and demand.
7. Mercantilism
The economic policy of accumulating bullion (quantities of gold and silver) establishing colonies, developing industries, and maintaining a favorable balance of trade.
8. Absolutism
A widely held view that monarchs should have total or absolute power over people's lives. Absolutism is rooted in the belief of the divine right of kings, that is to say that kings and queens get their power to rule from God.
9. Enlightened despotism
Enlightened despotism is a system in which absolute monarchs blended absolutism with the principles of the Enlightenment to bring about political and social changes.



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Attachment D (continued) Vocabulary Exploration Key

10. Enlightenment

This was a period of time in the 1600s and 1700s when philosophers used natural law and rationalism to guide learning about the problems of the world in regards to religion, politics and economics.

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Attachment E Key Questions

- A. Even though the Protestant Reformation weakened the Catholic Church, Europeans continued to rely on religion for answers to many questions.
- How did rationalism and the idea of natural law change how the peoples of Europe solved problems?
 - What effect did this have on the Catholic Church as well as the Protestant denominations?
- B. Monarchs in Europe believed in the divine right of kings and absolutism.
- What ideas were proposed by Montesquieu, Rousseau and Locke that contradicted absolutism?
 - List different ways monarchs could respond to these new ideas.
- C. Spain, France and Great Britain are all examples of countries that practiced mercantilism. They believed that whichever country had the most gold and silver was also the strongest country. Each country worked very hard at controlling other countries' access and ability to trade with them or their colonies. They imposed high tariffs (tax on imports) or banned goods from being sold that were made in another country.
- What ideas did Adam Smith have that contradicted mercantile policies?
 - Describe a country's economic trade policy if it followed the free enterprise model proposed by Adam Smith.

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Attachment F Sample Answers to Key Questions

- A. Even though the Protestant Reformation weakened the Catholic Church, Europeans continued to rely on religion for answers to many questions.
- How did rationalism and the idea of natural law change how the peoples of Europe solved problems?
 - What effect does this have on the Catholic Church as well as the Protestant denominations?

Rationalism stresses reason over religious belief as the source of truth. Natural law stresses principles found in nature over religious morals as guides to people's behavior. The people of Europe who practiced enlightened thinking did not need to look to God for answers to questions about the world. Neither of these two belief systems requires faith in God or reliance on the Catholic or Protestant churches; therefore religious influence was diminished.

- B. Monarchs in Europe believed in the divine right of kings and absolutism.
- What ideas were proposed by Montesquieu, Rousseau and Locke that contradicted absolutism?
 - Think about different ways monarchs could respond to these new ideas.

Montesquieu proposed that the powers of a government should be separated between different branches to avoid tyranny. Rousseau argued that governments should be freely formed by the people and that governments should work for the good of all and should exist with the consent of the governed. Locke outlined rights held by the people and said the government should protect those rights. He also argued that if a government fails in this task, the people have the right to replace the government.

Possible responses by monarchs include:

1. *Kill or imprison all people who disagree with the monarch.*
2. *Agreement to give up absolutism and complete power in a country.*
3. *Blend absolutism with the ideas of enlightened thinkers. This is called enlightened despotism and some rulers did choose this, most notably Catherine the Great, Frederick II of Prussia, and Joseph II of Austria.*

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Attachment F (continued) Sample Answers to Key Questions

- C. Spain, France and Great Britain are all examples of countries that practiced mercantilism. They believed that whichever country had the most gold and silver was also the strongest country. Each country worked very hard at controlling other countries' access and ability to trade with them or their colonies. They imposed high tariffs (tax on imports) or banned goods from being sold that were made in another country.
- What ideas did Adam Smith have that contradicted mercantile policies?
 - Describe a country's economic trade policy if it followed the free enterprise model proposed by Adam Smith.

Adam Smith believed in free enterprise. Countries should compete by seeing whose products would be sold in an open market. When the government tries to regulate or control supply and demand, then the market becomes less efficient.

If a country practiced Adam Smith's ideas it would lower tariffs with other countries and ask them to do the same. It would wish to sell its products in other countries and hope that its own country's products would be sold at home.